

Cover Page

District Metcalfe	DISTRICT Mailing Address	
Name of District Contact Bennie Stephens	Street Address 1	109 Sartin Dr.
	Street Address 2	
Position Director/Instructional Supervisor	City	Edmonton ZIP 42129
	Phone	2704323171
Email bennie.stephens@metcalfe.kyschools.us	CONTACT Mailing Address (if different)	
	Street Address 1	208 Stockton St
	Street Address 2	
Submission Date (office use only)	City	Edmonton ZIP 42129
	Phone	2704322481

District Name		NCES ID#	Total Awarded
Metcalf		2104140	\$
School Name		NCES ID#	Intervention
1	Metcalf County High School	2104140001044	Transformation Model
2			Transformation Model
3			Transformation Model
4			Transformation Model
5			Transformation Model
6			Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Superintendent Signature

Date

Notary Public

My commission expires

Notary seal

District Actions

Please Note: You may only type in the gray areas.

If not all Priority Schools are served, explain why the school(s) will not be served and provide supporting documentation for the decision.

Metcalfe County High School is our only Priority School and will be served.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding and use of external resources.

The Metcalfe County School District – including the school board, the superintendent, key staff and influential stakeholders in the community – possesses the capacity to articulate a vision of success and implement a system of practices to fully and effectively execute the transformation model at Metcalfe County High School (MCHS). The district director of secondary education/instructional supervisor will be directly involved in leadership meetings and the instructional support necessary to ensure the grant funds are expended to meet the identified needs of the school. Metcalfe County High School, a component of the “system as a whole” of the Metcalfe County School System, will prepare more students for challenging high school work and graduate more students college and/or career ready. The authenticity of this commitment is affirmed through the district's on-going enrichments to the Comprehensive District Improvement Plan (CDIP) that shares the vision, and establishes the conditions necessary for the Metcalfe County High School leadership, faculty and staff to create a positive learning environment for all students. These conditions include aligning policies and resources to the CDIP. The district will maintain a strong collaborative and supportive working relationship with Metcalfe County High School; expecting and supporting the principal to continue as the school's instructional leader; and, communicating the vision and strategic plan to the public in a highly visible way that provides the context for Metcalfe County High School to make decisions supported by parents and the larger community.

At this time, MCHS recognizes in order to continue a positive trajectory in student achievement, there is an explicit need for systemic capacity-building for additional targeted intervention systems. As turnaround research demonstrates, there is often a “plateau-effect” for schools making significant gains in a short time period, similar to MCHS. MCHS is arguably a perfect example of a school that with additional support, like SIG funding, will be able to enhance and refine the systems developed over time, whereupon these initial intervention systems have produced positive initial results in the transformation effort.

A theme throughout this grant's narrative is MCHS' efforts during Principal Kelly Bell's tenure to build systems of effective interventions. In July 2010, Mrs. Bell, upon reviewing the KDE Audit Report and School Report Card data, quickly identified the critical need for a systems of interventions. Repurposing human and fiscal resources, Principal Bell and the Leadership Team consisting of an Education Recovery Leader, two Educational Recovery Specialists, two Assistant Principals and two Counselors, immediately embarked on an aggressive execution of an intervention period focused on reducing gap in knowledge and skill students in reading and math. During this first couple of years, Mrs. Bell, school leadership, staff and district leadership, in collaboration with KDE assigned

leadership, enabled initial implementation of systems changes for improved academic success resulting in recognition by the Kentucky Department of Education as a Distinguished High School.

Since that time, Metcalfe County High School, has implemented an intervention period to reduce the number of non- benchmarking students in reading and math. In order to increase student achievement, we must expand and improve targeted interventions according to the Kentucky Department of Education accountability measure – the Annual Measurable Objective (AMO). Specifically, within the AMO, MCHS must further develop supports for non-benchmark students to reduce novice in Achievement (End of Course Exams) and Gap closure (End of Course Exams). This past couple of years, due to state-level budget cuts, Metcalfe County High School was assigned only one part-time Educational Recovery Leader and no increases in district-level staffing. To maintain and improve current structures of academic support and monitor continuous improvement efforts the additional positions are crucial.

Metcalfe County School District serves over 1,500 students, 74% of which qualify for free and/or reduced lunch rates. According to the most recent Kentucky Center for Education & Workforce Statistics reveals 20% of the County population lives in poverty, compared to 18.8% for the overall state of Kentucky. Over 30% of the County population possess less than a high school diploma and only 14.3% have some college. As a result, it is vital to break the poverty cycle – we must provide our students with rigorous, engaging, and relevant educational opportunities; hence, ultimate improved college and career readiness pathways that lead to improved economic development. Our future depends on sustained and increased student achievement gains.

The School Improvement Grant funds will significantly further the ability of Metcalfe County Schools to support MCHS in intervention enhancement at the classroom level and refinement to create a “whole-child” intervention network for specific students needing to increase their Achievement, and/or GAP performance in an effort to become college and/or career ready. We recognize the need for additional intervention support staff. Even though the district is responsive to the school’s staffing needs, there is not additional funding available for interventions and novice reduction personnel. As a result, School Improvement Grant funding will provide funding for the critical College and Career Transition coach.

The College and Career Counselor position will work to implement the Metcalfe County Intervention System with school staff, ensuring that each student graduates college/career ready. Responsibilities may include, but not be limited to, the following: 1) Collaboration with school leadership, classroom teachers, students and families, and intervention specialists. 2) Implement individual academic goal setting, mentoring, and progress monitoring for juniors and seniors not meeting college readiness benchmarks and/or career readiness status. 3) Coordinate opportunities for students to participate in tutoring, extended learning, college visits, and career-related experiences. 4) Communicate with individual students’ support stakeholders, e.g., parents/guardians, Family Resource Youth Service Center, counselors, and classroom teachers.

Our district is committed to providing the necessary resources aiding highly qualified instructors to support on-going student achievement and the ability to sustain and increase proven successes with blended research-based learning interventions, (ALEKS, Reading Plus and Lexia). These technology resources within the computer based programs/interventions enable “present-level” monitoring of student improvement and enhance the school’s capacity to make data-based decisions related to student performance. Data analysis is a fundamental aspect of student achievement. MCHS

analyzes data from MAP testing to respond to the individual needs of students more quickly and in a way specifically targeted to their needs. MCHS has committed significant funding, resources, and human capital (such as repurposing classrooms, purchasing the necessary computers, assigning and training current staff to provide interventions, etc.) in order to create the infrastructure necessary to provide these technology resources to students. However, some of the technology is aging, and the school needs to replace and increase the number of computers in our labs and mobile carts. SIG funding to purchase this needed technology will allow the school to maintain and improve its intervention system.

This will allow MCHS to respond to the individual needs of students more quickly and in a way specifically targeted to their needs.

The district and school-level Leadership Team respectfully submits this School Improvement Grant with the full appreciation that Metcalfe County School System and Metcalfe County High School has leveraged all available capacity in the roll-out of a system of interventions. The SIG funding is vital to enabling a complete plan for a sustained system of continuous academic and economic development improvement for Metcalfe County. The district director of secondary education/instructional supervisor will be directly involved in leadership meetings and the instructional support necessary to ensure the grant funds are expended to meet the identified needs of the school.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the schools' intervention model to address the causes and contributing factors to low student achievement at each of the schools.

No funds will be reserved for district level activities.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

The following is an inventory of state and federal funding that is utilized to improve student achievement: SEEK Funding: Classroom Instruction; KETS: Technology; GEAR-UP; Professional Development: Advanced Placement, Math and Language Arts professional development; Family Resource Youth Service Center: Coordinator; Carl Perkins: Career and Technical Education for college/career pathways - Title 1 provides funding for one full-time Curriculum Specialists providing academic mentoring, coaching and instructional leadership support for the entire school; Extended School Services: Tutoring

This SIG Grant funding will unify many of the services provided through these aforementioned state and federal funds. Specifically, College & Career Coach and a classified position Work Ready Adviser. Similarly, CCR Coach will work collaboratively with the Assistant Principal of curriculum and instruction to better progress monitor data to better identify and support those students needing additional intervention. After five years of providing technology-based intervention supports, the Leadership Team recognizes a deficiency in the capacity of software alone to develop and sustain a relationship with one or more students to increase academic achievement at scale. Expansion to the tier 3 interventions will enable more students to become college/career ready. Thus, the College & Career Coach will be dedicated to not only mentor academically, and progress monitor, but also improve the network of support for individual students to better leverage existing services available through state and federal funding.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

District staff dedicated to provide support and use of external resources include: the Superintendent; Director of Secondary Education/Instructional Support; Director of Pupil Personnel/ District-Wide Operations; GEAR-UP Coordinator; Gifted Education Coordinator; Director of Programs: Migrant/ESL; Director of Special Education; Director of Technology; District Assessment Coordinator); Director of Finance; Director of Transportation; District Food Services Coordinator. The following solely dedicated to MCHS by district: One (1) MCHS Guidance Staff; MCHS Assistant Principal of Curriculum and Instruction; MCHS Family Resource Youth Service Center (FRYSC) Coordinator; MCHS Nurse; MCHS School Resource Officer. A commitment by the Metcalfe County Board of Education human capital resources with sustainable co-teaching staff and aides which include, but may not be limited to, regular classroom instructors, special education instructors, aides and technical intense support for all technology, as well as district-level facilitates support.

The district director of secondary education/instructional supervisor will be directly involved in leadership meetings and the instructional support necessary to ensure the grant funds are expended to meet the identified needs of the school. Metcalfe County High School will be provided the necessary services, personnel, and financial supports to ensure the successful transformation of our school to better serve all students and to implement more effective personalized learning.

Transformation Model - Permissible Activities

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

June 2010, former Superintendent Patricia Hurt, district leadership and Principal Kelly Bell, as well as school-level leadership and all family and community resources leveraged all available capacity in the initial roll-out of a system of interventions. Since that time the MCHS Leadership Team have worked to sustain and strengthen the initial intervention system that was implemented.

Pre-implementation activities for this grant cycle will include work by the leadership team and RTI teachers to develop a process tailored to the needs of reading and math interventions. Additionally, in-house professional learning will be held for intervention teachers to ensure systems are aligned. There will be a 2017-18 School Year Prep Camps for students with three dedicated days per grade level. One day for freshmen, one for sophomores and one for juniors and seniors to walk through schedules, meet teachers, etc. Lastly, a committee will be formed to develop a system of incentives to encourage student attendance.

The SIG funding is vital to sustain a system of continuous academic and economic development improvement for Metcalfe County. Metcalfe County School District serves over 1,500 students, 74% of which qualify for free and/or reduced lunch rates. According to the most recent Kentucky Center for Education & Workforce Statistics reveals 20% of the County population lives in poverty, compared to 18.8% for the overall state of Kentucky. Over 30% of the County population possess less than a high school diploma and only 14.3% have some college. As a result, it is vital to break the poverty cycle – we must provide our students with rigorous, engaging, and relevant educational opportunities; hence, ultimate improved college and career readiness pathways that lead to improved economic development. Our future depends on sustained and increased student achievement gains.

Year 1 Budget

Please Note: You may only type in the gray areas.

District Metcalfe County

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$ 0
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580	I	\$
581		\$
582	I	\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$ 0
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639	e	\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 2 Budget

Please Note: You may only type in the gray areas.

District	Metcalf County	
MUNIS Code	Description of Activity	Amount Requested
110	s	\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$ 0
231		\$ 0
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580	I	\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610	S	\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646	s	\$ 0
647		\$
649		\$
650		\$
669		\$
734		\$ 0
735	e	\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 3 Budget

Please Note: You may only type in the gray areas.

District	Metcalf County		
MUNIS Code	Description of Activity	Amount Requested	
110		\$	
111		\$	
112		\$	
113		\$	
120	s	\$	
130		\$	
131		\$	
140		\$	
150		\$	
160		\$	
170		\$	
190		\$	
210		\$	
211		\$	
212		\$	
213		\$	
214		\$	
215		\$	
216		\$	
219		\$	
220		\$	
221		\$	
222		\$	
231		\$	
232		\$	
233		\$	

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$ 0
296	n	\$
297		\$
321		\$
322		\$
335		\$
338	n	\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$ 0
616		\$ 0
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$ 0
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$ 0
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 4 Budget

Please Note: You may only type in the gray areas.

District	District Name Here	
MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 5 Budget

Please Note: You may only type in the gray areas.

District	District Name Here	
MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$
233		\$

MUNIS Code	Description of Activity	Amount Requested
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$

MUNIS Code	Description of Activity	Amount Requested
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$
617		\$

MUNIS Code	Description of Activity	Amount Requested
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

School Application

District Metcalfe County
School Metcalfe County High School

Please Note: You may only type in the gray areas.

Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

While our school has experienced great successes over recent years in several areas of achievement, overall accountability scores have fallen somewhat in 2016 with the recent addition of Novice Reduction targets being factored into accountability. Our novice percentages have decrease in reading overall from 49.5% in 2014-2015 to 42.4% in 2015-2016. Metcalfe County High School only has one identified Gap groups for accountability, which are students qualifying for free/reduced lunch. 45.4% of students receiving free/reduced lunch, and 45.9% non-duplicated Gap Group students scored novice in Reading. While novice percentages remain low in math, there has been a slight increase in that area as well, from 18% in 2014-2015 to 28.7% in 2015-2016. In math, 30.9% of students receiving free/reduced lunch and 31.3% of non-duplicated Gap Group students scored novice.

Overall, Metcalfe County High School's (MCHS) Reading GAP achievement benchmark was not met in school year 2015 - 2016, and thus the growth needed to meet benchmark for school year 2016 - 2017 is 15.9%. Breaking-down the GAP groups, MCHS has fewer than ten African-American and Hispanic students. Thus, according to guidelines, MCHS does not have a statistical representational portion of students qualifying for KDE's definition of GAP among minority students. With regards to free and reduced lunch, 69.3% of MCHS students qualify. There are 55, or 11%, of students with an Individualized Educational Plan. The following responses in this subsection, 'Commitment to Serve,' will demonstrate MCHS' overwhelming commitment to serve all our students, and in particular our students within the GAP not meeting benchmark on progress monitoring assessments.

Statewide assessment - please see below for MCHS' status with regarding ACT:

ACT 2016 data indicates:

- o 40.6% of students met benchmark in English, which is below the state average of 54%
- o 29.2% of students met benchmark in math, which is just below the state average of 39.7%
- o 41.5% of students met benchmark in reading, which is below the state average of 49.2%

Clearly, by considering the sheer necessity of all students to have intensive personalized reading and mathematical skills enhancement coordination to be successful in academics and careers, along with the focus on novice reduction at the state level, MCHS has identified the need for highly-skilled College & Career Coach and Work Ready Adviser who can not only monitor but coordinate the use of online programs, provide individual, small group, and whole group direct instruction on deficit skill areas.

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address dropout and graduation rates, if applicable.

According to the 2015-16 Kentucky School Report Card the following matrix represent the major non-cognitive data for Metcalfe County High School (MCHS):

- ☐ Cohort Graduation Rate is 94%
- ☐ The current dropout rate is 0.8%.
- ☐ Student attendance 92.1%
- ☐ Teacher attendance 94.00%

Behavior

o The greatest numbers of referrals are due to students being tardy to school. The second largest number of referrals are due to insubordination, and the third largest number of referrals are due to tobacco. Data on the last quarterly report reveals the number of in and out of school suspensions has continued to decline over the past five years. The culture of MCHS is a learning environment in which students and staff feel safe and secure.

The aforementioned non-cognitive data supports the image of the school as a stable and safe community; instructors and students are present for work and learning. There is a strong commitment to see students through to graduation. Furthermore, MCHS has implemented a strong behavior management plan of recognizing positive behavior which has led to increased collaboration on school-wide policies and to overall reduction in the number of referrals. MCHS is an environment that is worth investing additional funds in - the community is primed after seven years of dramatic transformation to continue to accelerate student learning, because the systems and culture are in positioned for an on-going successful learning environment.

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

According to Metcalfe County High School's (MCHS) Report Card for school year 2016, there were slight gains in English and US History. In reading there was a little over six point increase in the percent of students who were proficient or distinguished. Novice reduction goals were met in reading with a 9% decrease in the percent of novice non-duplicates. Math had an 8% increase in the percent of novice non-duplicates.

Despite the decline in academic performance of gap students in math, the context for gap students at MCHS can overall be characterized as improving from a policy stand-point: MCHS has dramatically increased the number of safety nets for all students not meeting proficiency. In math, as well as reading, there has been a dramatic increase in the number of additional supports to continue to improve the performance of the non-duplicated gap group.

This reflects national expectations, and what is right for all students in terms of equity and access. Therefore, MCHS fully appreciates that we must improve by 30% in English for those students identified in the gap group if it is to meet the delivery expectation set by Kentucky Department of Education. MCHS must also improve by 39% in math. As a result, interventions are provided for all students at the classroom level based on data collected on summative assessments. Additionally all

students are provided interventions at his or her instructional level during an intervention period. Collaboration and co-teaching is the norm within the English and Math departments, and will expand school-wide should resources afford.

Metcalf County High School has implemented a support system to better address non-duplicates, and otherwise, who are at-risk of failing. This grant application will provide sustainability to this effort. Once this intervention system is functioning properly, MCHS will scaffold up additional support and interventions to move all student's achievement.

Summarize the most recent Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed based on the audit.

Per the Priority Status designation of Metcalf County High School (MCHS) in school year 2009-10, the last Diagnostic Review was completed in 2017 and has since guided MCHS' transformation efforts. The improvement priorities from the Diagnostic Review indicated the need to focus on the key core work processes for novice reduction. The Diagnostic Review and data from our quarterly report indicates the need to focus our Response to Intervention work on:

- ☐ Increasing the percent of students who are successful in meeting benchmark through Tier I interventions (differentiation, curriculum alignment, assessment practices and data driven instruction).
- ☐ The need for Tier 2 interventions are clearly defined based on the ACT and Measures of Academic Progress (MAP) data to better address those students who are in need of strategic and intensive support.
- ☐ The need for Tier 3 interventions to provide increased inclusion opportunities for special education students, as well as a positive behavioral management system.

Since that time, MCHS has implemented a continuous improvement model through guided planning. Teachers meet weekly with administration to review the alignment of assessments and instructional activities to the high standards required by the state in teacher's instructional units. This process allows teachers the opportunity to reflect on what aspects of their instruction are effective, and what needs to change based on data collected from proficiency measures. Teachers share strategies for both accelerated learning opportunities and supports for students who are not being successful in weekly PLCs. Engaging in reflective, coaching conversations has had the greatest impact on the success of our Tier 1 support system because it directly impacts all students.

Another improvement made since the last diagnostic review is to that of our Tier 2 interventions. A focused effort has been made to ensure that universal screening data is used to identify students needing additional supports in reading and math. Currently, students who do not meet MAP benchmarks are provided interventions through a daily RTI period. Students may receive support at his or her instructional level through direct instruction or computer-based programs in reading (Reading Plus/Lexia) and or math (ALEKS).

As is evident, MCHS understands the importance of intervention programs, and has already implemented interventions programs for literacy (Reading Plus) and math (ALEKS). There are currently multiple classrooms and labs in operation to support the massive effort of providing these necessary interventions. This SIG Grant will help to both expand and sustain this important commitment to our students.

The third recommendation is the focus on Tier III supports, which is where we hope to expand our improvement efforts as supported by this SIG grant. Specifically, MCHS needs to add additional personnel and technology in order to improve student achievement with our most needy population. While progress monitoring is currently in place for the RTI period, the current system is in need of refinement. A more strategic approach is needed to isolate specific deficit skills areas for individual students, and then to provide direct instruction in those areas. An effective progress monitoring tool, staff to review the data, and specialists to deliver the instruction to meet individual needs will be required in order to improve the Tier III supports. Additional intervention strategies to better meet the needs of students in this category is also needed. Evidence of this need is the fact that, for the 2015-2016 school year, MCHS did not meet the novice reduction target for any sub-population in math.

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

In 2009, the district chose to implement the transformation model in an effort to transform Metcalfe County High School by replacing the principal with a highly capable principal with a track record of the potential to successfully lead a transformation into our present success. MCHS has proven the money, personnel, and resources have been wisely used to take the students to levels beyond any achieved before by this school or most surrounding schools. The district also recognized the components of transformation fit within the district's vision of school improvement by implementing a rigorous principal and staff evaluation and development system; remove staff who have not improved after ample opportunity; institute comprehensive instructional reform; increase learning time and applies community-oriented school strategies; and provide greater operational flexibility and support for the school. The model chosen has proven to have a positive impact on student learning at Metcalfe County High School. The strategies in this model continue to be refined in order to ensure continuous improvement.

The Transformation models and activities were chosen to address the identified needs of student achievement, student engagement, parental involvement, building leadership capacity, and a change in school culture that are specified and outlined in each school's needs assessment and are the target priority items for improvement. The needs assessments and corresponding time lines will be closely monitored to insure that all intervention strategies are addressing the identified needs and that action plans are revised as necessary. These strategies include professional development, frequent evaluation of students and faculty, a change in the instructional process, the inclusion of technology to foster student engagement, and providing additional personnel to support all stakeholders. Metcalfe County has spent much time in outlining the necessary resources for the Transformation Model and the model in the needs assessments and timelines. We believe that we have effectively outlined resources that are not currently in place, but necessary for the models, in the timeline and budget. While no plan is fool proof, we believe that planning can alleviate many pitfalls. With monies from this grant and resources that are already in place, we have the capacity to affect change in student's lives on a daily basis while in school and beyond.

Transformation Model Required Activities

Please Note: You may only type in the gray areas.

Describe the process to replace the principal and select a new one. Documentation must be submitted verifying the hire date for the new principal.

The policies and practices of the administration – both centrally and within Metcalfe County High School (MCHS) – support the schools vision, mission, and necessary operation of the school. In March 2010, the Kentucky Department of Education (KDE) labeled MCHS a Persistently Low Achieving School. Immediately, Superintendent Patricia Hurt called upon Mrs. Kelly Bell to take the helm at MCHS to reestablish a tradition of excellence. Once this key human capital decision was made with regards to the executive leadership in MCHS, Superintendent Hurt and the former Commissioner of Education, Terry Holliday met with the faculty of MCHS and set a tone for a new chapter in the school's history. From there, Superintendent Hurt, and the new Advisory Council – structured according to KDE's Priority School Status – allowed the necessary autonomy for Principal Kelly Bell to make the difficult and necessary human capital and budgetary decisions for improved performance.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

When Principal Bell came on-board in school year 2010—2011, she embarked on a journey of transforming Metcalfe County High School to a school that the state and community could be proud> Then decided, in collaboration with the School Turnaround Team, Superintendent Dr Lile, Educational Recovery Staff, and Advisory Council to not change it but rather live up to it. Metcalfe County High School (MCHS) believes through its' vision that it is building a tradition of excellence one student at a time. Under Principal Kelly Bell – due in large part to the flexibility she's had with regard to human capital, scheduling and resource allocation.

Mr. Bell was selected as principal at MCHS in 2010. She has been afforded the same flexibility to make improvements to existing systems. Her team approach has proven successful as measured by the current accountability system. MCHS has maintained its rating as a Distinguished and Proficient School since it was first achieved in 2011. Importantly, there is an increasing sense of pride from all stakeholders on the quality of educational services – the tradition of excellence – provided at Metcalfe County High School.

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how the each of the following components will be used in helping to assess the school's and staff's progress in meeting academic needs and goals: student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement, and increased high school graduation rates, if applicable.

Metcalfe County School District has used Teacher Professional Growth and Effectiveness System and utilized the Danielson Framework to help teachers identify areas of strength and growth. Teachers have developed professional growth plans, student growth goals, participated in student voice surveys, peer observations, and received mini and full observations from school administrators. This process has allowed teachers to receive feedback from multiple sources, engaged them in a process of reflection and refinement, and opened conversations with colleagues. The entire process

has had a positive impact on teaching and learning throughout the district, and especially at Metcalfe County High School.

At the school level, supports are in place that align with TPGES. For example, teachers new to the school participate in a weekly mentoring program with the principal which provides support and training to teachers on many topics to ensure success.

Recently, Senate Bill I has returned responsibility of the evaluation process to the district level. Metcalfe County School District has begun the process to organize a committee to develop an effective evaluation process for all certified staff. Our district will continue to utilize the evaluation process for positive growth.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates. How does this align with Kentucky's professional growth and effectiveness system?

Metcalfe County School District currently recognize teachers and support staff at the district level with employee (Certified and Classified) of the month awards at monthly board meetings. Staff members are also recognized for accomplishments during monthly board meetings as well as on the district's website, in the local newspaper, and through social media such as Twitter and Facebook. Additionally, staff members are recognized at district hosted events such as the Annual Edmonton-Metcalfe County Chamber of Commerce Banquet, etc. Other practices already in place include: breakfast and lunch hosted during Teacher Appreciation Week and other special occasions and breakfast and snacks provided on professional development days. Student progress measures are required every three weeks. All teachers make these deadlines with data to prove it and presented in guided planning meetings.

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

School leaders, teachers, and other staff are given ample opportunities to make improvements when needs are identified. Weekly guided planning session with administrators provide teachers with a regular opportunity to identify areas for improvement and to reach out for suggestions and support. Administrators often offer support for teachers according to their need, whether it be to support in the area of addressing students who are exhibiting negative behavior or who have poor attendance, or by providing instructional strategies and financial support to ensure that each teacher has what he or she needs to be successful. Furthermore, the current evaluation system provides staff with opportunities to improve through the use of professional growth plans, peer observations, observation data, and conferences with the evaluating principal. Professional learning opportunities are provided for staff, of which they have choice in selecting relevant activities, which can help them to improve.

If, with these opportunities, a staff member would still fail to show improvement, a corrective action plan can be utilized to press for changes to be made. If the staff member did not meet the requirements of the plan and/or scores in the Low Growth range as specified in the District Certified Evaluation Plan, that employee could be dismissed. Going forward, the evaluation systems will continue to be the gauge and mechanism for ensuring continuous improvement, and corrective action if necessary

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

All Classroom Teachers (because all teachers are teaching math and reading) will

- use multiple sources of data to identify specific skill needs of individuals and groups of students;
- plan strategies in collaboration with the regular reading teachers to effectively address the learning needs of identified students;
- deliver differentiated instruction that is congruent to reading state and national standards in appropriate, least-restrictive learning environments;
- formatively assess students;
- monitor and track progress;
- communicate progress monitoring data to school leadership team and teachers; and
- adjust instruction and modify plans as indicated through data findings

Each source of student achievement data reveals that Metcalfe County High School students are performing below state and national benchmarks. As a result, a research-based curriculum and an intervention programs will be implemented. Students Data results will be used to determine placement in interventions.

Instructional support staff will provide explicit, direct instruction in reading strategies, peer support for learning, and individual formative assessments. The training will be designed to increase skills and processes accessed on each of the required state and national assessments. Formative assessments, common assessments, and Measures of Academic Progress will be examined to determine effectiveness of the training and to make adjustments or modifications in instruction and to inform professional development needs. Reading benchmark goals for each student, grade level and school will be set and progress will be monitored using Probes and benchmark assessments of each of the assessments indicated.

Read 180 intensive reading program provides the Scholastic Reading Inventory to determine individual learning needs for placement. The assessment utilizes a Lexile measure as a benchmark and indicator of incremental growth of individual readers. The program provides formative assessments of reading content and process skills including strategies to develop word meaning, comprehension, writing and independent reading levels. Read 180 provides for periodic progress monitoring.

Read 180 will be utilized to help struggling readers. All staff will utilize the results from the MAP assessment to identify specific learning needs of students. The MAP assessment will be administered three times to check for progress. School and district leadership will continually monitor the results and the implementation within the classroom. From the results, RTI groups will be identified and the students that need extra time will be given the time to work on the skills needed for improvement. Also, students that have mastered the skills will be provided enrichment activities to extend their learning. The district G/T teacher will assist with the enrichment activities.

Math

- baselines will be set and individual student and school-wide goals will be determined and progress will be monitored

- students will be given meaningful feedback to students;
- students will measure their own progress;
- when remedial work is required, ALEKS instructional and assessment software picks problems that concentrate attention on the skills in which the student is weak; and
- students will graduate to the next lesson after sufficiently demonstrating all required skills.

Classroom Teachers will

- use multiple sources of data to identify specific skill needs of individuals and groups of students;
- plan strategies in collaboration with the regular math teachers to effectively address the learning needs of identified students;
- deliver differentiated instruction that is congruent to math state and national standards in appropriate, least-restrictive learning environments;
- formatively assess students;
- monitor and track progress;
- communicate progress monitoring data to school leadership team and teachers; and
- adjust instruction and modify plans as indicated through data findings

Additional resources in support of math instruction include:

- The assistant principal of curriculum will
 - o act as a mentor for newly hired math teachers;
 - o model classroom lessons for all math teachers;
 - o debrief with all math teachers to clarify;
 - o observe all math teachers implementing the best-practice strategies taught;
 - o provide corrective and/or affirming feedback;
 - o select teachers who will provide exemplary lessons as models for colleagues; and
 - o facilitate reflection during PLCs regarding lessons modeled and implementation throughout the math department.
- o allow MCHS to offer a wider selection of math courses.
- the revised master schedule has the following characteristics:
 - o reorganization so that intervention services are provided within regular classroom instruction;
 - o maximizing teacher strengths;
 - o intentionally aligned with the school's mission and vision;
 - o creative scheduling to enhance instructional time to meet students' developmental needs; and
 - o all students have access to all math curriculum.
- Curriculum alignment
 - o The Assistant Principal of curriculum will facilitate vertical communication among the middle school, and high school math teachers with intentional focus on key math curriculum (e.g. Algebra Readiness)
 - o Update the district math curriculum maps to be congruent with state and national standards.
- Collegial walk-throughs
 - o The math Interventionist in conjunction with the school leadership team will facilitate
 - o Vertical collegial walk-throughs
 - o Supply feedback on the implementation of professional development and best-practice instruction.
- Mobile Chromebook labs

The College and Career Coach will work also train for READ 180 and work daily during RTI with students at lowest reading levels on the MAP. The College Career Coach will work daily with these

students with the goal they score "at" grade level in Reading on the MAP. The Work-ready Coach will assist with ALEKS with students not meeting grade level on MAP in Math.

A Gap Reduction Team consisting of Principal, Math and English Interventionists, College and Career Coach and District Secondary Curriculum will design a plan for MCHS Gap Reduction after each MAP. This is a living/changing document due to the data fluctuation for each of the three MAP assessments taken each year and the next steps required to fit the data for each student needs improvement.

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

According to the per pupil funding set by federal and state law, Metcalfe County High School's district leadership engages in discussions with each school's administration to determine human capital needs. Surrounding these discussions are clear policies – per federal, state and local jurisdictions – that are followed to ensure adequate and proper hiring of qualified staff.

Additional professional development is available to first-year teachers through new teacher mentoring with the principal which is intended to build a sense of success in teachers so that highly-effective teachers return year after year.

New teacher meeting occur weekly, and does an excellent job of orienting teachers to the system's policies and expectations. New teachers meet weekly with the Principal. Special guest speakers; district personnel, specialists, government officials present to the new teachers weekly. New teachers participate in guided planning weekly with the principal or assistant principal of curriculum. For those teachers who are interested in serving in a leadership capacity, there are a variety of opportunities. Teachers often lead professional learning sessions, sit as chairpersons on a variety of committees, and serve as department chairs. Furthermore, the opportunity for promotion to other positions within the school and district is ample.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

The National Science Foundation funded research from the mid-1980s to early 1990s has informed the design of Assessment and Learning in Knowledge Spaces (ALEKS). ALEKS is based on the Knowledge Space Theory. This theory is predicated on the research in mathematical cognitive science of Professor Jean-Claude Falmagne at New York University, and Professor Jean-Paul Doignon at the University of Brussels. Out of this research, Falmagne then went on to develop ALEKS using the Knowledge Space Theory, and is now one of the most commonly used and successful intervention programs for mathematics on the market.

Our primary reading intervention program is Read 180, which like ALEKS has substantive research supporting its' design and application. Read 180 emphasize and meet all the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read.

Read 180 and ALEKS are designed specifically to meet the Common Core and our rigorous Kentucky state standards, these research-proven, blended learning approaches accelerate math and reading skill development, predict students' year-end performance and provide our teachers data-driven action plans to help differentiate instruction for on-going improvements. All programs' design are teacher led with blended short-term, one-on-one, or small group intervention sessions. CERT will also be used for those struggling in Reading or Math to help with ACT test prep.

District data analysis clearly indicates a critical need to accelerate math and reading achievement for Students with disabilities to enable an improved instructional delivery and greater success for vertical transitions from elementary through postsecondary. The selection of ALEKS and Reading Plus supports our core instruction and improved delivery of services for all students e.g., regular classroom students, students with Individual Education Plans, free and/or reduced lunch students.

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

The Quarterly Report is a primary driver used to achieve the process of continuous improvement. Completing the Quarterly Report focuses the leadership team's decision-making on the gaps in school-wide systems revealed from the analysis of the data. The review of quarterly report data led to the development of an intervention period and the use of data driven intervention to meet the individual needs of all students. Most recently, this plan has revealed the need for a better-developed Tier III system of intervention. We have totally reinvented our RTI program for every student.

Through guided planning, teachers must reflect with administrators a reflection on their students' data on proficiency measures. In addition to reflection on criterion-referenced proficiency measures, guided planning also serves as the venue to analyze and apply lessons learned from norm-referenced assessments over time such as Measure of Academic Progress (MAP).

MAP and ACT data is the reference point for our Tier II intervention system, whereby students not meeting benchmark are scheduled into a math or reading intervention class. As previously discussed, more than half of our students are in need of at least one of these interventions. The additional SIG funding will further MCHS' recent successes through the refinement of Tier I and Tier II interventions, and the development of Tier III intervention structures.

The College Career Coach will be responsible for leading data disaggregation of all Proficiency Measure, MAP, ACT, PSAT, KOSSA, ASVAB data to make the RTI fit each student's needs. The Advocate Program will also support the students needed skills to be successful in these critical assessments. The College Career Coach will work with teachers to place the students in the RTI that best meets their needs. The RTI placements could change as often as every three weeks, based on students progress in that particular area.

Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

A review of the student achievement data from the KY EOC, MAP, Proficiency Measures (taken every two weeks, standards based) and ACT indicates a need to provide intentional, rigorous instruction in core content and to provide time for increased instruction in reading and math. Teachers,

interventionists, leadership and collaborating partners will have time during the school day for conversations regarding results of instruction and interventions. Teachers will unpack standards to write reading and math goals that are specific, measureable, attainable, realistic, and time-bound (SMART). Additionally, programs intended for targeted interventions as indicated by student assessment data have been chosen.

The master schedule will be reorganized in order to provide additional learning time for students not meeting proficiency as determined by the Kentucky Core Content Test or reaching benchmarks on the ACT. The math and reading interventionists will be used more effectively to place students in small intervention groups as needed during the regular class period.

Reading

Each source of student achievement data reveals that Metcalfe County High School students are performing below state and national benchmarks. As a result, a research-based curriculum and intervention programs will be implemented. Students Data results will be used to determine placement in interventions.

Current Instructional support staff will provide explicit, direct instruction in reading strategies, peer support for learning, and individual formative assessments. The training will be designed to increase skills and processes accessed on each of the required state and national assessments. Formative assessments, Proficiency Measures, and Measures of Academic Progress will be examined to determine effectiveness of the training and to make adjustments or modifications in instruction and to inform professional development needs. Reading benchmark goals for each student, grade level and school will be set and progress will be monitored using Probes and benchmark assessments of each of the assessments indicated.

After school professional development will be attended by all classroom teachers every other Wednesday 3:00 - 4:00 p.m. for continued support in the effective implementation of reading and math strategies in all content areas. CANVAS online curriculum will be developed by every teacher for every class offered. This will be updated as professional development trainings occur. All staff will utilize the results from the MAP assessment to identify specific learning needs of students. The MAP assessment will be administered three times during the school year to check for progress. School and district leadership will continually monitor the results and the implementation within the classroom. From the results, RTI groups will be identified and the students that need extra time will be given the time to work on the skills needed for improvement. Also, students that have mastered the skills will be provided enrichment activities to extend their learning. The district G/T teacher will assist with the enrichment activities

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') improvement plan for the grant's duration.

The school leadership team will actively recruit and organize parents, community members, retired teachers, members of faith-based organizations, and business leaders to assist the school/leadership in the establishment of the MCHS Success Committee. The committee will partner with the school in a joint venture aimed specifically at raising academic expectations, fostering student success, and improving student attendance. Additionally, the Success Committee will compile a list of capable volunteer mentors to work with the identified students. Most importantly the MCHS Success

Committee will specifically designed for planning, implementation and engaging partners in the Transformation Model in order to ensure the plan is being fully implemented.

MCHS Youth Service Center will provide the following:

- A list of volunteer participation and partnership opportunities will be distributed to parents and key community members.
- A new mentoring program will establish open communication and provide educational/career support to students. Mentors will build a rapport with the families of assigned students by keeping them informed of upcoming events and volunteer opportunities.
- A directory of industrial/community events and church/civic activities which typically attract family attendance in order to determine effective ways to engage our parents/community and to garner potential Success Committee members.

District Student Support Services (e.g. Migrant, Youth Service Center, school guidance program, Gifted & Talented, 21st Century Community Learning Centers) will provide the following:

- Clear, complete information on procedures (e.g., procedures for resolving concerns, complaints, making suggestions, for accessing support services) specific to each available student support service will be distributed to all staff, students, families, and community members to assist students' continuous academic progress.
 - MCHS will expand its partnership with WKU, SKYCTC, Campbellsville University, and other colleges to support students in dual credit classes.
 - MCHS students will participate in community service engagement both at school and in the community as a part of the mentoring/advocacy program.
- School-wide achievement goals will be published and celebrated via the local newspapers and our local access television channels (community and school).
- MCHS will offer college and career readiness to students and community.
 - MCHS will continue to host a local College / Career Fair in partnership with Metcalfe County Community Education and Work-Ready which will promote awareness of postsecondary options, as well as encourage students to attend the Regional College Fair.
 - MCHS will continue to host ILP and FAFSA workshops (e.g., WKU, KHEAA, LWC) in an effort to assist students with financial aid opportunities to support postsecondary possibilities.
 - Administrative staff will continue their work with local and state law enforcement agencies to provide opportunities to educate students of relevant dangers and to provide a secure school environment (i.e. Mock Crash before prom, impaired driving simulations).

Families and community members are partners with MCHS through celebrations of learning, such as:

- Teacher websites (e.g., classroom-level student recognitions, teacher newsletters, syllabi, academic and behavior expectations, contact information, and current units of study)
- School website (e.g., school calendar; information regarding current scholastic, co-curricular, and extra-curricular activities; school-level student and staff recognitions; student handbook; school improvement plan; lunch menu; committee meeting dates and times; and Parent/Teacher Organization information)
- District website (e.g., curriculum maps, syllabi, bus routes, school-level and district-level student and staff recognition)
- Weekly newspaper articles and pictures highlighting student and teacher success
- Metcalfe County Youth Leadership in partnership with the local Chamber of Commerce
- Back-to-School Bash

- Community Education Events
- Meet the Hornets, Senior Interview Day
- Ag, Art, STLP, and other student exhibits
- Edmonton Metcalfe Chamber of Commerce Breakfast of Champions
- Schedule Preview Night
- Student Recognitions (e.g, All A's, Honor Roll, Vocational School Student of the Month)
- Student Work Exhibits / Open Houses
- Student Performances (e.g., talent show, plays, band concerts, choral performances)
- Concert Recitals, Marching Band Performances
- Unite to Read

The school provides organizational structures and supports communications through tools, such as:

- A communication plan will be developed by school leadership which will include specific guidelines of the mentoring/student advocacy plan. The communication plan will include the continued use of "One-Call" for parent notification; expectations for parent-teacher conferences and open houses; as well as procedures for parents to set up meetings with teachers or administrators.
- The school website will be updated weekly by the School Technology Coordinator and Web Design class to reflect links to teacher and school newsletters, current events, announcements, and celebrations of learning.
- Established Parent/Teacher Conferences conducted each grading period.
- Student-led parent conferences.
- Active Parent/Teacher Organization with meetings specifically designed for planning, implementation and engaging partners in the Transformation Model
- Actively seek parent input using surveys and questionnaires bi-annually or as input is needed.
- Actively seek parent membership on committees.
- Publish and highlight school accomplishments on marquee signs and banners.
- Weekly newspaper articles and pictures highlighting student and teacher success, current events, and student-composed feature articles.
- The superintendent will develop and facilitate student and community advisory councils to solicit information from diverse, valued perspectives.
- The MCHS leadership team will develop and facilitate a dialog with recent MCHS graduates for the purpose of receiving information regarding the successful preparation for post-secondary education and employment.

The College Career Coach and the Work Ready Advisor will also make The MCHS Advocate Program become interwoven with the literacy, math, technology and social needs of each and every student. Metcalfe County High School has a counselor student ratio of 520 students to one guidance counselor who also is our student Building Assessment Coordinator and one college career counselor, we have come up with our own system to individualize each student's educational experience.

In our employment market today we must search for and seize as many resources for our students to get to the front of the employment line. Our team is constantly telling students they have to have a certification as well as being ready for college or technical post-secondary school demands. This initiative requires everyone to be on board; hence, Metcalfe County High School asks all teachers, staff, central office and community volunteers to be ADVOCATES for each and every student. Advocates are to meet one on one with their student a minimum of twice per semester. First meeting is at the beginning of the school year, Christmas, during the next year's scheduling and the

last meeting is at the end of the school year. Each Advocate has the same students throughout their high school experience. There is a training session and grade level specific scripts to use as a reference for talking points, if needed.

We discuss their interests. Check all their grades and transcripts especially if they are transfer students. We line up virtual classes if they need credits to be on track to graduate. Encourage AP classes. Get tutoring if needed. Check career pathways, look for and discourage any potential 'jumpers'. We track student progress by grade level on major assessments; MAP tests we assess students three times yearly. ACT, And AP data per student. On the back of each student's tracking index card is their career pathway. We check for progress monthly in PLC meetings. We constantly strive to make the students high school experience as personalized as we can possibly make it.

During scheduling time in the spring, Advocates concentrate on seeing all of our students in a one month period of time to double check their schedule requests. Encourage AP classes if their grades show they need more rigor. Schedule summer credit recovery when needed to get on graduation track. Send them to our regional vocational school to tour and see certification offerings if the student doesn't have a clue what they are interested in or no life direction. Some students get a conference call with their hard to find guardians to help in particular situations. These sessions really motivate when they are constantly reminded of how their grades are going. How fast the year is going by and a constant reminder to be mindful of their future.

High school is our last chance as a public school to help shape students' lives in a positive manner that will impact the rest of their lives. We must seize every opportunity to work hand in hand with our students, their families and our community. Communication is imperative to continue student success into a narrowing job market. We are building better communities through our schools and it takes maximizing every minute of every day for our students benefit.

We have come up with our own system to totally individualize each students educational experience.

Identify the intensive technical assistance and support provided to the school by the district.

The Metcalfe County District worked jointly with the Kentucky Department of Education, Green River Regional Educational Cooperative, and the Kentucky Association of School Administrators to select the groups to provide intensive technical assistance to Metcalfe County High School.

Student achievement data and the school needs assessments were analyzed and discussed. Three areas of school reform were identified: improving student academic performance on standards-based assessments, addressing the social and emotional needs of students and their families, and recruitment and retention of a highly qualified instructional staff to improve the school's graduation rate.

The district's technology department is superior. Buddy Brown, Karen Blythe and Randy Lee are supportive and capable partners. When there is an issue it is acknowledged and corrected in less than 24 hours.

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. ***Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question.***

1. What is the element to be modified?
2. How will the element be modified?
3. How does this modification continue to meet the intent of the originally required element?

N/A

Schools are not required to address “permissible activities”. However, if a school does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

The school has an advisory council which is comprised of parents and teachers. The council works collaboratively with the principal to ensure high quality instruction for students. The principal works closely with the superintendent to set policy and hire effective employees for the school.

Describe the district plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal.

Leadership team collaboratively places teachers in order to maximize teacher strengths in support of student learning. The secondary director of instruction will attend and actively participate in school leadership meetings.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

Instructional support staff will provide explicit, direct instruction in reading strategies, peer support for learning, and individual formative assessments. The training will be designed to increase skills and processes accessed on each of the required state and national assessments. Formative assessments, common assessments, and Proficiency Measures will be examined to determine effectiveness of the training and to make adjustments or modifications in instruction and to inform professional development needs. Reading and Math benchmark goals for each student, grade level and school will be set and progress will be monitored using Probes and benchmark assessments of each of the assessments indicated.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

Partnering with Green River Regional Education Consortium (GRREC), Caveland Educational Support Center (CESC), Western Kentucky University (WKU), Eastern Kentucky University (EKU), and the Kentucky Department of Education (KDE) to facilitate ESL job-embedded professional development opportunities, our goals are to deepen content knowledge and instructional pedagogy among all of our teachers to optimize learning experiences for each student which is our ESL population as well.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

The advantage of a smaller school is that it allows a more personalized learning environment and closer relationships between faculty and students. Though our Advocate Program we are able to identify low achieving students which would benefit from the rigor of advanced course work, but have never been encouraged to participate. Teachers and staff strive to learn the motivations and goals of their students as they work to help them achieve academic success.

By funding all advanced placement and college entrance examination fees as well as test prep courses we are striving to eliminate the strong relationship between poverty, student achievement and low performing schools.

We utilize open enrollment policies when scheduling for all advanced level course work.

High school requirements are streamlined so students can complete them more quickly and move on to take college-level courses while still in high school.

By offering numerous dual credit courses on our campus we are able to enroll more students in classes that may not have access to transportation to a college campus.

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Hornet Success Summer Learning will be offered for successful transition to high school for all incoming freshmen. Metcalfe County High School identify novice and will establish a two week "Hornet Success Summer Learning" to target math and reading skills for identified students who are transitioning from middle to high school. We anticipate each summer camp will include up to half of our incoming freshmen; school faculty will receive training, resources. Each teacher will work with the principal to design the content for and methods of delivery; other school staff will also be enlisted, including cafeteria and custodial staff.

In addition, we will expand our use of Freshman Orientation to include a broader reach into the community. We will have a second Freshmen meeting focusing on the programs and classes they would not normally know we offer. With our new communication systems, we will work to include immediate and extended family members in the session. During the orientation, students and their families will be provided with scheduling information, study tips and tips on high school success. There will be a third event for all MCHS students the week before school starts in August to introduce them to their teachers, talk to parents about anything they could see as a concern or opportunity and to do walk throughs of their schedules.

Describe strategies to increase graduation rates.

School and/or district leadership will provide the following for implementation of a comprehensive approach to substantially improve student achievement:

A Personalized Graduation Plan for every student. The students schedules would be totally personalized to their likes and dislikes, skills, talents, and future plans. This would include virtual learning, getting part time jobs to work with their class schedules, develop soft skills, recruit and retain AP and dual credit teachers.

- Provide READ 180 for students not reading on grade level
- Provide funds to supply resources and materials for after-school programs to tutor reading and math students.
- We will provide knowledge of potential job opportunities at the post secondary level through our work ready program. All students will participate in a annual job fair in September hosted by our school in partnership with Community Education, community and business partners, universities, technical colleges, and the military. As a result of the job fairs, our students will be able to make better informed decisions about their postsecondary opportunities. An evaluation of the job fair will be completed to expand the opportunities at future job fairs.

The proposed areas of flexibility that will be included in our transformation, including flexible/rotating planning for teachers and students (PLC time, intervention time).

- Budgeting will provide funds for Read 180, the addition of ALEKS and CERT, and funding to provide time for student intervention.
- Implementation of Instructional Rounds and release time for peer observations.

Funds for a Work Ready Counselor. The Work-Ready Program is a tremendous opportunity for students to not only obtain job skills for future employment but to “test the waters” of the real-world and to begin to figure out what it is they’re interested in and would like to pursue as a career. This experience also gives these students a sense of accomplishment, success and purpose that some struggle to find academically. As a Work-Ready Advisor, I am responsible for placing students in jobs, evaluating their on-the-job performance, and tracking their progress at school. These senior students come to school for a portion of the day, but then leave to begin work at their place of employment, anywhere from the family farm to a local industry.

Have a partnership with The Community Work Transition Program. The Community Work Transition Program is designed to help students with disabilities to identify an ideal job match, gain meaningful employment, maintain that job, and seek advancements. An Employment Specialist provides services for this program. The Employment Specialist exposes the student to Work Based Learning Experiences and Work Place Readiness Training in a work environment at no cost to the business. All of these things combine to help each student make it through the demands of high school and develop into a College Ready and/or Career Ready citizen.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

The school has a discipline and a safe schools committee with parents, teachers, and the assistant principal as its members, they develop the hornet hand book and discipline codes as well as discussing any safe school issues. Teachers are encouraged to stay in contact with all parents and call them if there are any issues with their students, all of these conversations are recorded in a phone log and verified each semester.

The school has upgraded its door locking systems to computerized time locks on each access door. Teachers and administrators stand at each of the entry points at the beginning of school and during dismissal. The SRO also stands duty at the front of the building as well as having his police cruiser parked in plain view.

The local police, fire, and other first responders assist the school each year with demonstrations and inspect our procedures during fire, lockdown, and tornado drills. They provide valuable feedback that enables us to improve on our response times as well as accounting for each student during a crisis. All of our teachers are in the hallways during class changes and we have a teacher posted in each bathroom, this helps encourage appropriate behavior from the students as well as having adults placed in strategic locations in case of any emergencies.

The assistant principal, custodians, and the district safe schools coordinator do daily and monthly walk through inspections identifying any potential problems, if a safety issue is discovered our maintenance department is quick to respond and correct any issues. The school council revised the discipline and classroom management policy (4.0) to include an intentional focus on positive behavioral interventions and supports. The principal ensures the policy is implemented and monitored. Monitoring should include a regular review of discipline reports to identify and target areas of greatest concern (e.g., truancy, electronic devices, class disruptions, tardies). The principal involves staff and students in developing interventions that effectively address behavioral problems. As a result of discussions with high school staff, the school leadership team, and the district leadership team, Personalized Plans, Advocate Program, several additional clubs to grab all students of all interests, additional sports (Ultimate Frisbee, Disc golf) Health/Wellness Friday, more student recognitions on school marquis, local Channel 95, non-renew ineffective teachers and hire/retain superior teachers, and new school Twitter and Facebook, hired a new SRO, and an overall student centered/initiated positive approaches were selected as the behavior system in order to build positive behavioral supports to eliminate bullying and student harassment.

Describe the strategies implemented to improve school climate and discipline.

The school handbook is located on the school's website as well as a hard copy handed out to each student. All rules are written in an easy to understand matrix that list each infraction and the consequences. We also use our mentoring program to place students that are struggling with the procedures of the school to work with custodians, cooks, and assist with middle and elementary students. As a leadership team, we work to find the correct placement of all of our students even if that means placing them on a modified schedule that allows them to leave school early and go to a job or work as a teacher assistant.

Metcalf County High School has come up with its own system to individualize each student's educational experience, give them additional guidance beyond what the counselor can provide, and get the community involved in improving the lives of its young people who will be future community leaders.

In our employment market today we must search for and seize as many resources for our students to get to the front of the employment line. Our team is constantly advising students they must have a certification as well as being ready for college or technical post-secondary school demands. This initiative requires everyone to be on board; hence, Metcalf County High School asks all teachers, staff, central office and community volunteers to be ADVOCATES for each and every student. Advocates are to meet one on one with their student advocates a minimum of four times during the year. Once at the beginning of the school year, before Christmas break, right before they schedule for classes early spring and the last time is during the last month of school for a summative session. Each Advocate has the same students throughout their high school experience. There is a training session and two scripts to use as a reference for talking points.

These one-on-one Advocate meetings by classroom teachers and administration with students are to discuss their interests, future plans, and check all their grades and transcripts, or just "talk". We encourage them to take AP classes. We line up virtual classes if they need credits to be on track to

graduate and get them tutoring if needed. We check career pathways which are recorded on the back of each student's tracking index card and look for and discourage any potential "jumpers." We track student progress by grade level on major assessments such as PSAT, ACT, AP, and MAP (national standards test to determine students' reading and math ability level taken two times yearly). The building principal monitors, through Infinite Campus Reports, the process to make sure all students have a meeting with their Advocates four times each year. As a faculty, we check for progress in our monthly PLC meetings, and we constantly strive to make the students high school experience as personalized as we can possibly make it.

During scheduling time in the spring, we concentrate on seeing all of our students in a one month period of time to double check their schedule requests. We encourage AP classes if their grades show they need more rigor. We schedule summer credit recovery when needed to get on graduation track. We send them to our regional vocational school to tour and see certification offerings if the student doesn't have any idea what they are interested in or no life direction. For some students, we do a conference call with their guardians to help in particular situations. These sessions can really motivate students when they are constantly reminded of how their grades are, how fast the year is passing, and to be mindful of their future.

There are "Advocate logs" monitored four times yearly. Some students even have two career pathways toward certification. We have caught a few we call "jumpers" who try a different certification each year. They only want to experience a small part of what a certification in that area would be like so they can better decide what to do for the rest of their lives. We try to persuade them to stick to a particular pathway, but their only intention is to "try it out." It's not what we prefer, but it also shows them what they might be interested in or what they absolutely do not want to do. We update this board in the spring during scheduling and in the late fall to check their progress.

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

N/A

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

The school receives an allocation of 25:1 minus one teacher for the 2017-2018 school year. This allocation exceeds the state recommended allocation. Although this is the board allocation, other funding is utilized to address the diverse needs of the school to ensure our high school has a quality instructional staff in place.

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Metcalfe County High School has been transitioning to a student personalized learning environment for the past two years. Teachers have their online curriculum in CANVAS Learning Management System. This allows students to receive remediation and acceleration lessons based on their learning needs. Metcalfe County High School is purchasing Chrome Books to begin implementation

of a "one-to-one" technology enhancement for the school in the next two years. All professional development for staff is planned and approved based on the needs of staff members. Students are always put first when implementing any programs or activities.

Actions

Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

Metcalfe County recognizes the importance of the evaluation process. The evaluation committee annually reviews and revises the evaluation process to meet the identified needs of all certified teachers and administrators. Metcalfe County recognizes the critical importance of providing the best, most effective instruction to our students at all times, and believes the evaluation process is a means to that end. The appropriate implementation of our evaluation plan for teachers and administrators uses multiple observation-based assessments of performance and examination of Discovery Education Assessment, ACT, MAP, AP and student work during Professional Learning Communities (PLC) meetings and weekly Guided Plannings to verify and monitor student growth.

High school administrators will use the ELEOT instrument as a way to keep up with walkthrough data throughout the year. This will allow the administrators to identify trends in the classroom and ultimately will enable administrators to have better instructional conversations with teachers in order to improve student learning.

Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

This standard set by National Development Council provides as its rationale that the most powerful form of staff development occurs regularly, even several times per week "for the purposes of learning, joint lesson planning, and problem solving." Revision of the master schedule is necessary to allow professional learning communities to meet each week to engage in professional conversations with math and english interventionists and leadership to implement school reform/intervention strategies. Each teacher will be organized into professional learning communities by like content and will meet at least once every other week on Wednesdays after school. Every teacher will meet with the principal during their planning period once weekly to discuss set goals.

It is often difficult to lure highly qualified teachers to rural, low-income areas. Our school rocks and teachers appreciate the learning environment this school has therefore high quality teacher retainment is a non-issue. We are confident that the objectives of the Transformation Model / SMART goals will lead to effective school reform that will be long-lasting and effective. These needs are addressed by meeting the key components for intervention

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

The College Career Coach at Metcalfe County High School will serve many roles to ensure the success of our students. This person will need to be familiar with college prep and planning, as well as advising students for their future plans. The College Career Coach will work with students to get 100% completion rate on ILPs.

The College Career Transition Coach will work with 8th graders throughout the year to create a smooth transition from middle school to high school. The same process for seniors to transition to post-secondary.

The College Career Transition Coach will also coordinate with the guidance office for students to take these required tests as needed, as well as be the key contact for ACT prep at MCHS. Students will be able to report to the College and Career Center for ACT prep during the school day, to sign up for upcoming tests, and for general help with ACT and College Application questions. The College Career Transition Coach will work with the community to schedule our Seniors mock interviews in the fall and spring as a requirement for graduation. The College Career Transition Coach will also ensure the literacy, math, technology and social needs of each and every student are met through our MCHS Advocate Program. The Advocate Program uses every employee in the building to help each student individualize their high school experience and to develop a schedule each year that reflects their own unique interests.

The College and Career Coach will identify students at 3rd grade Reading and/or Math level or below on the MAP Reading and Math and develop a READ 180 program that best meets the needs of that particular student.

The College and Career Coach will take the lead with the school's

READ 180 program, working daily with students below grade level in reading, until they score "at" grade level in reading on the MAP assessment.

Some of the committees that this person will be required to serve on include the NOVICE reduction team, Leadership Team, RTI Team, and one other building appointed team.

A College Career Coach will train and teach READ 180, work with students to complete FAFSAs, ILPs, monitor Senior interviews for every Senior with local business and industry, College and Tech School Experiences, organize Senior Projects, Personalized Learning Teacher of record for Math and Science, works with administration and teachers with MCHS Personalized Graduation Plan, works with principal Advocate Program.

All district administrators will be completing walkthroughs at least once per year and giving informative feedback to teachers and administrators on ideas for improvement and compliments on excellence in learning.

Leadership will ensure the evaluation process reflects support for struggling teachers and school leaders. However, based on measurable assessment data, if student achievement has not increased, the evaluation process provides for the following steps which will be implemented:

- Goal setting
- The evaluator and evaluate will collaboratively develop an individual professional growth plan to be regularly monitored
- Multiple observations and conferences
- Monitoring progress toward meeting goals
- Corrective Action Plan
- A process for removal if improvement is not realized after ample supports have been provided

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Modify practices and policies, if necessary, to enable its schools to implement the interventions fully and effectively. Description must include minutes from Board of Education meetings and Advisory Council meetings documenting a review of policies.

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

The plan was developed using multiple documents as guides. Teacher Standards, Standards and Indicators for School Improvement for both teachers and administrators are used, as well as Interstate School Leaders and Licensure Consortium Standards are used in the evaluation for administrators.

The evaluation process was developed by a committee of five teachers and five administrators. The process, while rigorous and equitable, maintains accountability and assessment in a clear focus on improving student learning.

Characteristics of the process include but are not limited to being data driven, monitoring instruction for instructional focus, include best practices in instruction and professional growth plan development, as a result of being implemented with fidelity the evaluation process is continually monitored for effectiveness. Annual review by both teachers and administrators are conducted to ensure effectiveness and fairness and changes are made as deemed necessary by the committee. The district process exceeds the state regulations by requiring annual evaluations of all certified employees. The resulting document is submitted to the Metcalfe County Board of Education for approval as well as Kentucky Department of Education.

Metcalfe County Board of Education provides an appeals process for evaluations that are not agreeable to the evaluatee. Representatives are chosen by a vote of certified employees. One member of the three person committee is appointed by the superintendent.

Metcalfe County annually provides information and training for stakeholders (to include certified teachers and administrators) regarding the evaluation process.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and

select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

Each external support will be expected to possess expertise and experience in facilitating change processes anchored in current research and locally-based data; implementing and scaling-up evidence-based instruction and leadership practices; and building system-wide capacity to sustain improvements. Programs provided by external providers will be evaluated based on 1) multi-level data (e.g., changes in district, school, classroom, student and overall program effectiveness , and 2) input from external partners, and district/school/ community stakeholders, These assessments will support leaders at the district and school levels to implement and adjust evidence-based practices and innovations.

New and existing external service providers will complete a screening and on-going evaluation process to ensure that all internal and external providers engage in activities aligned with the needs assessment of the school. The College Career Coach and Principal will meet informally on a bi-weekly basis (via teleconferences, web conferences, e-mail, or in-person) with external providers to monitor implementation throughout the grant period. Evaluators will provide quarterly summaries of: new findings to date, evaluation activities, sustainability progress, and any issues requiring program adjustments. Specifically, program data to include meeting agendas and minutes, walkthrough reports, lesson plan rubric rated reports, leadership team interviews, and staff interviews will be addressed. These reports will provide timely, useful, and actionable information about project implementation and the extent to which the school's transformation goals and objectives are being met. The district staff and school leadership team will use the information to adjust implementation goals as needed. Evaluators will also prepare a final evaluation report at the close of the effort, which summarizes final cumulative findings from all evaluation activities conducted over the course of the transformation effort. The district office will collect and maintain records from each provider. The Work Ready Adviser and District curriculum Specialist will facilitate on-going collaborative processes at the school, district, and state levels. An infrastructure to maintain growth will be established throughout the implementation phase of the grant.

- The Kentucky Department of Education Assist Team
- MCHS will collaborate with Green River Regional Educational Cooperative as a resource for professional development.
- Partnerships with Campbellsville University, Lindsey Wilson University, SKYCTC and Western Kentucky University will be built providing dual-credit courses and professional development opportunities.

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

Title 2 money will help pay for the College Career Coach and Work Ready Adviser.

ESS funds (if available) will be utilized to help support in-school staff to fully implement drop-out prevention in the form of credit recovery.

G/T funds will be utilized to provide a half-time resource teacher to collaborate with all teachers to extend learning to high potential learners.

The two interventionists through section 7 general fund and Title 1 money to allow the school to meet student needs.

District general fund money will be utilized to purchase CANVAS online learning.

Family Resource Funds are utilized to reduce individual student learning barriers and to provide assistance with middle to high school transition programs and student safety programs. These funds would also pay for one full time tutor.

Professional development funds will be used to supplement substitutes, materials and professional development provider costs. Peer to peer PLCs are ongoing.

SBDM funds will be used to provide materials for classroom and support instruction including technology.

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how data analysis will continue to drive instruction toward meeting annual goals.

The district and school have approached the plan with the future in mind. The project is designed to improve the overall capacity of the school and to prevent learning deficiencies from resurfacing not only now but also in the future. To build capacity beyond the grant period, we realize that we must involve the entire school district and community not just the high school personnel. After all it is the community support both emotionally and financially that will help sustain the reforms implemented after federal funds are depleted. What we must do, therefore, is look beyond the obvious and seeks to establish linkages with organizations whose primary purpose is to support the high school reform efforts. This will be an ongoing process during the next three years.

Of course, many other facets of the school reform in addition to the community coordination element are designed to encourage sustainability after federal funds end. The majority of the new reforms and activities which will begin through the SIG grant, once organized and developed can easily be continued. Training materials, completed professional development and one-time implementation cost will have already been covered.

The school climate will change to focus upon preventing becoming an underperforming school rather than reacting to the aftermath.

Changing the school's climate to emphasize prevention, promoting a collaborative network among programs, training staff, parents and volunteers, bringing reform efforts into the classroom and spearheading new activities will all prove highly worthwhile endeavors with both immediate and long-range benefits.

The district and school will build capacity through the implementation of this plan and the use of PLCs. Therefore, there will be "teacher trainers" within the MCHS staff and district/school administrative trainers limiting the amount of professional development needed to sustain these programs. Each strategy and position will be evaluated to determine the impact on student achievement. A local policy of budget justification for each district school will be used in order to evaluate and maximize the effectiveness of budget allocations. Those strategies showing the

greatest gains will be retained as funds are available. The school district will use additional grants that are available in order to target the initiatives/programs that prove to be effective.

Timeline

Please Note: You may only type in the gray areas.

Develop a timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

August 2017

Intervention Accounts purchased for Reading Plus, Reading Plus, READ 180 software update and ALEKS by August 2017. Person(s) responsible: Principal & Curriculum Specialist

Purchase 60 laptops and two carts.

Person(s) responsible: Principal and School Technology Coordinator

Hire one College Career Transition Coach and one reading tutor by August 2017. Person responsible: Principal

Provide Google Classroom Training for staff by August 2017. Person(s) responsible: District Staff & Curriculum Specialists/CANVAS

Review Quarterly Report, MAP scores, state assessment data to identify the caseloads for the College & Career Transition Coach by August 2017. Person(s) responsible: Leadership Team.

Schedule students into Intervention courses for Math and English by August 2017; revisions September

2017. Person(s) responsible: Guidance Counselor, Principal and College Career Transition Coach.

Develop Tier III Intervention structures and supports by September 2017. Person(s) responsible: RTI Team

Refine our progress monitoring for Tier III students by September 2017. Person(s) responsible: RTI Team and Intervention Department Chair

Provide a follow-up Google Classroom/CANVAS training for all teachers by November 2017. Person(s) responsible: District Staff & Curriculum Specialists

Academic Intervention Specialists (peer to peer trainers) conduct initial discussion during an intervention, math, and English PLC to introduce themselves, their role, and norm communication expectations with teachers beginning August 2017. Person(s) responsible: Academic Intervention Specialists, Curriculum Specialists

College & Career Transition Coach meet with novice students to develop a baseline in August 2017.
Person(s) responsible: College & Career Transition Coach

Academic Intervention Specialists and College & Career Transition Coach conduct discussion during Intervention PLC to highlight achievements, identify students of concern, further norm communication with teachers, and discuss curriculum/instruction success/challenges between the regular math/English class versus that of the Intervention during October/November 2017 (repeat bimonthly).
Person(s) responsible: Academic Intervention Specialists Lead teachers and Curriculum Specialists

Teachers during planning period one weekly meet one-on-one with every student, or schedule a conference, with student(s), parent/guardian(s), and/or teacher(s) as needed September - October 2017. Person(s) responsible: Teachers, Principal

Revise student RTI schedules as needed, based on performance in Semester One intervention class, plus their MAP performance November 2017 and subsequent Semester. Person(s) responsible: College Career Transition Coach, Curriculum Specialists
CCR Transition Coach have individual meetings with each freshmen to see how high school is going, concerns, possible changes in schedule (etc) meet with guardian possible. September 2017

Create teacher and student accounts in ALEKS and CERT by September 2017. Person(s) responsible: Curriculum Specialists Content Department Chairs, and CCR Transition Coach.

August 2018

Intervention Accounts purchased for READ 180 software update and ALEKS by August 2018.
Person(s) responsible: Principal & Curriculum Specialist
Person(s) responsible: Principal and School Technology Coordinator

Provide Google Classroom Training for staff by August 2018. Person(s) responsible: District Staff & Curriculum Specialists/CANVAS

Review Quarterly Report, MAP scores, state assessment data to identify the caseloads for the College & Career Transition Coach by August 2018. Person(s) responsible: Leadership Team.

Schedule students into Intervention courses for Math and English by August 2018; revisions September 2018. Person(s) responsible: Guidance Counselor, Principal and College Career Transition Coach.

Develop Tier III Intervention structures and supports by September 2018. Person(s) responsible: RTI Team

Refine our progress monitoring for Tier III students by September 2018 Person(s) responsible: RTI Team and Intervention Department Chair

Provide a follow-up Google Classroom/CANVAS training for all teachers by November 2018.
Person(s) responsible: District Staff & Curriculum Specialists

Academic Intervention Specialists (peer to peer trainers) conduct initial discussion during an intervention, math, and English PLC to introduce themselves, their role, and norm communication expectations with teachers beginning August 2018. Person(s) responsible: Curriculum Specialists

College & Career Transition Coach meet with novice students to develop a baseline in August 2018. Person(s) responsible: College & Career Transition Coach

Academic Intervention Specialists and College & Career Transition Coach conduct discussion during Intervention PLC to highlight achievements, identify students of concern, further norm communication with teachers, and discuss curriculum/instruction success/challenges between the regular math/English class versus that of the Intervention during October/November 2018 (repeat bimonthly). Person(s) responsible: Academic Intervention Specialists Lead teachers and Curriculum Specialists

Teachers during planning period one weekly meet one-on-one with every student, or schedule a conference, with student(s), parent/guardian(s), and/or teacher(s) as needed September - October 2018. Person(s) responsible: Teachers, Principal

Revise student RTI schedules as needed, based on performance in Semester One intervention class, plus their MAP performance November 2018 and subsequent Semester. Person(s) responsible: College Career Transition Coach, Curriculum Specialists
CCR Transition Coach have individual meetings with each freshmen to see how high school is going, concerns, possible changes in schedule (etc) meet with guardian possible. September 2018

Purchase and Create teacher and student accounts in Reading Plus, ALEKS and Lexia by September 2018. Person(s) responsible: Curriculum Specialists Content Department Chairs, and CCR Transition Coach.

August 2019

Intervention Accounts purchased for Reading Plus, Reading Plus, READ 180 software update and ALEKS by August 2019. Person(s) responsible: Principal & Curriculum Specialist
Person(s) responsible: Principal and School Technology Coordinator

Provide Google Classroom Training for staff by August 2019. Person(s) responsible: District Staff & Curriculum Specialists/CANVAS

Review Quarterly Report, MAP scores, state assessment data to identify the caseloads for the College & Career Transition Coach by August 2019 Person(s) responsible: Leadership Team.

Schedule students into Intervention courses for Math and English by August 2019; revisions September 2019. Person(s) responsible: Guidance Counselor, Principal and College Career Transition Coach.

Develop Tier III Intervention structures and supports by September 2019. Person(s) responsible: RTI Team

Refine our progress monitoring for Tier III students by September 2019 Person(s) responsible: RTI Team and Intervention Department Chair

Provide a follow-up Google Classroom/CANVAS training for all teachers by November 2019. Person(s) responsible: District Staff & Curriculum Specialists

Academic Intervention Specialists (peer to peer trainers) conduct initial discussion during an intervention, math, and English PLC to introduce themselves, their role, and norm communication expectations with teachers beginning August 2019. Person(s) responsible: Academic Intervention Specialists, Curriculum Specialists

College & Career Transition Coach meet with novice students to develop a baseline in August 2019. Person(s) responsible: College & Career Transition Coach

Academic Intervention Specialists and College & Career Transition Coach conduct discussion during Intervention PLC to highlight achievements, identify students of concern, further norm communication with teachers, and discuss curriculum/instruction success/challenges between the regular math/English class versus that of the Intervention during October/November 2019 (repeat bimonthly). Person(s) responsible: Principal, teachers and Assistant Principal

Teachers during planning period one weekly meet one-on-one with every student, or schedule a conference, with student(s), parent/guardian(s), and/or teacher(s) as needed September - October 2019. Person(s) responsible: Teachers, Principal

Revise student RTI schedules as needed, based on performance in Semester One intervention class, plus their MAP performance November 2019 and subsequent Semester. Person(s) responsible: College Career Transition Coach, Curriculum Specialists
CCR Transition Coach have individual meetings with each freshmen to see how high school is going, concerns, possible changes in schedule (etc) meet with guardian possible. September 2019

Purchase and Create teacher and student accounts in ALEKS and CERT by September 2019. Person(s) responsible: Curriculum Specialists Content Department Chairs, and CCR Transition Coach.

Annual Goals

Please Note: You may only type in the gray areas.

Develop **annual** S.M.A.R.T. goals (Goals must be specific, measureable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Literacy Annual Objective:

Metcalfe County High School will collaborate to increase the reading proficiency ratings for all students from 50% to 65.9% by 05/31/2018 as measured by English 2 EOC and summative English exams.

Metcalfe County High School will collaborate to increase the reading proficiency ratings in the disabilities group from 14.3% to 46.2% by 05/31/2018 as measured by English 2 EOC and summative English exams.

Metcalfe County High School will collaborate to increase the reading proficiency ratings in the free/reduced group from 44.3% to 60.2% by 05/31/2018 as measured by English 2 EOC.

Metcalfe County High School will collaborate to increase the reading proficiency ratings in the non-duplicated gap group from 43.9% to 60.5% by 05/31/2018 as measured by English 2 EOC.

Math Annual Objective:

Metcalfe County High School will collaborate to increase the math proficiency ratings for all students from 30.4% to 68.7% by 05/31/2018 as measured by Algebra 2 EOC.

Metcalfe County High School will collaborate to increase the math proficiency ratings in the disabilities group from 7.7% to 44.3% by 05/31/2018 as measured by Algebra 2 EOC.

Metcalfe County High School will collaborate to increase the math proficiency ratings in the free/reduced group from 24.7% to 63.2% by 05/31/2018 as measured by Algebra 2 EOC.

Metcalfe County High School will collaborate to increase the math proficiency ratings in the non-duplicated gap group from 24.1% to 63.2% by 05/31/2018 as measured by Algebra 2 EOC.

Benchmark and Progress Monitoring System for Progress

Metcalfe County High School will utilize a two-prong quarterly student data system to monitor student achievement throughout the school year. Data reflecting student progress on Measures of Academic Performance (MAP) in reading and math will be collected analyzed and reported quarterly. MAP assessment data provides a projected proficiency component which allows the district to project results on Kentucky's End of Course state assessment in reading and math. Bi-weekly proficiency measures provide a systematic process for teachers to improve and administrators to monitor teacher's curriculum, instruction, and assessment practices. Guided planning is the vehicle to ensure assessment methods are aligned with, reflect, and produce evidence of the standards to which students are required to perform. Students who are not mastering standards are provided safety nets that are aligned with those standards and with the other elements of the standards-based system to provide them with an opportunity for success. During guided planning the curriculum framework and the selection of effective instructional strategies and materials for aligned instruction can be mapped backward from the clear high standards to ensure alignment. The individual elements are continually aligned with one another and coherent with our literacy and math goals. Additional academic supports are provided to all students who are not meeting college readiness benchmarks in reading and/or math. Students are assigned to receive academic support during a school-wide intervention period. The intervention is at the student's instructional level in reading and/or math.

Literacy Annual Objective:

Metcalfe County High School will collaborate to increase the reading proficiency ratings for all students from 65% to 85.9% by 05/31/2019 as measured by English 2 EOC and summative English exams.

Metcalfe County High School will collaborate to increase the reading proficiency ratings in the disabilities group from 46% to 76.2% by 05/31/2019 as measured by English 2 EOC and summative English exams.

Metcalfe County High School will collaborate to increase the reading proficiency ratings in the free/reduced group from 60% to 80% by 05/31/2019 as measured by English 2 EOC.

Metcalfe County High School will collaborate to increase the reading proficiency ratings in the non-duplicated gap group from 60% to 80% by 05/31/2019 as measured by English 2 EOC.

Math Annual Objective:

Metcalfe County High School will collaborate to increase the math proficiency ratings for all students from 68.7% to 85% by 05/31/2019 as measured by Algebra 2 EOC.

Metcalfe County High School will collaborate to increase the math proficiency ratings in the disabilities group from 44.3% to 74% by 05/31/2019 as measured by Algebra 2 EOC.

Metcalfe County High School will collaborate to increase the math proficiency ratings in the free/reduced group from 63.2% to 80% by 05/31/2019 as measured by Algebra 2 EOC.

Metcalfe County High School will collaborate to increase the math proficiency ratings in the non-duplicated gap group from 63.2% to 80% by 05/31/2019 as measured by Algebra 2 EOC.

Benchmark and Progress Monitoring System for Progress

Metcalfe County High School will utilize a two-prong quarterly student data system to monitor student achievement throughout the school year. Data reflecting student progress on Measures of Academic Performance (MAP) in reading and math will be collected analyzed and reported quarterly. MAP assessment data provides a projected proficiency component which allows the district to project results on Kentucky's End of Course state assessment in reading and math. Bi-weekly proficiency measures provide a systematic process for teachers to improve and administrators to monitor teacher's curriculum, instruction, and assessment practices. Guided planning is the vehicle to ensure assessment methods are aligned with, reflect, and produce evidence of the standards to which students are required to perform. Students who are not mastering standards are provided safety nets that are aligned with those standards and with the other elements of the standards-based system to provide them with an opportunity for success. During guided planning the curriculum framework and the selection of effective instructional strategies and materials for aligned instruction can be mapped backward from the clear high standards to ensure alignment. The individual elements are continually aligned with one another and coherent with our literacy and math goals. Additional academic supports are provided to all students who are not meeting college readiness benchmarks in reading and/or math. Students are assigned to receive academic support during a school-wide intervention period. The intervention is at the student's instructional level in reading and/or math.

Literacy Annual Objective:

Metcalfe County High School will collaborate to increase the reading proficiency ratings for all students from 85.9% to 100% by 05/31/2020 as measured by English 2 EOC and summative English exams.

Metcalfe County High School will collaborate to increase the reading proficiency ratings in the disabilities group from 76.2% to 100% by 05/31/2020 as measured by English 2 EOC and summative English exams.

Metcalfe County High School will collaborate to increase the reading proficiency ratings in the free/reduced group from 80% to 100% by 05/31/2020 as measured by English 2 EOC.

Metcalfe County High School will collaborate to increase the reading proficiency ratings in the non-duplicated gap group from 80% to 100% by 05/31/2020 as measured by English 2 EOC.

Math Annual Objective:

Metcalfe County High School will collaborate to increase the math proficiency ratings for all students from 85% to 100% by 05/31/2020 as measured by Algebra 2 EOC.

Metcalfe County High School will collaborate to increase the math proficiency ratings in the disabilities group from 74% to 100% by 05/31/2020 as measured by Algebra 2 EOC.

Metcalfe County High School will collaborate to increase the math proficiency ratings in the free/reduced group from 80% to 100% by 05/31/2020 as measured by Algebra 2 EOC.

Metcalfe County High School will collaborate to increase the math proficiency ratings in the non-duplicated gap group from 80% to 100% by 05/31/2020 as measured by Algebra 2 EOC.

Benchmark and Progress Monitoring System for Progress

Metcalfe County High School will utilize a two-prong quarterly student data system to monitor student achievement throughout the school year. Data reflecting student progress on Measures of Academic

Performance (MAP) in reading and math will be collected analyzed and reported quarterly. MAP assessment data provides a projected proficiency component which allows the district to project results on Kentucky's End of Course state assessment in reading and math. Bi-weekly proficiency measures provide a systematic process for teachers to improve and administrators to monitor teacher's curriculum, instruction, and assessment practices. Guided planning is the vehicle to ensure assessment methods are aligned with, reflect, and produce evidence of the standards to which students are required to perform. Students who are not mastering standards are provided safety nets that are aligned with those standards and with the other elements of the standards-based system to provide them with an opportunity for success. During guided planning the curriculum framework and the selection of effective instructional strategies and materials for aligned instruction can be mapped backward from the clear high standards to ensure alignment. The individual elements are continually aligned with one another and coherent with our literacy and math goals. Additional academic supports are provided to all students who are not meeting college readiness benchmarks in reading and/or math. Students are assigned to receive academic support during a school-wide intervention period. The intervention is at the student's instructional level in reading and/or math.

The table below shows the quarterly benchmarks and annual goals through the 2018-19 school including all students and subpopulations.

Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Literacy Quarterly Goals

2016 – 2017	Baseline	1st Q	2nd Q	3rd Q	Annual
All Students	50.0	54	58	61.9	65.9
Disability	14.3	22.4	30.3	38.2	46.2
Free/Reduced	44.3	46.9	50.8	56.2	60.2
Non-Duplicated	43.9	48	52.2	56.4	60.5

2017 – 2018	1st Q	2nd Q	3rd Q	Annual
All Students	55.2	60.4	65.6	70.8
Disability	24.2	34.1	44	53.9
Free/Reduced	49.7	55.1	60.5	65.9
Non-Duplicated	55.3	60.9	66.5	66.1

2018 – 2019	1st Q	2nd Q	3rd Q	Annual
All Students	57	63	65.6	75.7
Disability	26.2	38	44	61.9
Free/Reduced	51	57.9	64.7	71.6
Non-Duplicated	51	57.9	64.8	71.8

Math Quarterly Goals

2016 – 2017	Baseline	1st Q	2nd Q	3rd Q	Annual
All Students	30.4	39.2	49.5	59.1	68.7
Disability	7.7	16.8	26	35.2	44.3
Free/Reduced	24.7	34.4	44	53.6	63.2
Non-Duplicated	24.1	33.8	43.6	53.4	63.2

2017 – 2018	1st Q	2nd Q	3rd Q	Annual
All Students	41	51.8	62.5	73.2
Disability	18.8	29.9	41	52.2
Free/Reduced	35.7	46.6	57.5	68.4
Non-Duplicated	35.4	46.4	57.4	68.4
2018 – 2019	1st Q	2nd Q	3rd Q	Annual
All Students	42.3	54.1	68.9	77.7
Disability	20.6	33.7	46.8	60.2
Free/Reduced	36.8	49.1	61.4	73.7
Non-Duplicated	36.5	48.9	61.3	73.7

2015-16 School Report Card (Baseline)				2016 - 2017		2017 - 2018		2018 - 2019				
Quarter	1st Quarter	2nd Quarter	3rd Quarter	Annual	1st Quarter	2nd Quarter	3rd	Quarter	Annual	1st Quarter	2nd Quarter	3rd
Reading (All Students)	50	54	58	61.9	65.9	55.2	60.4	65.6	70.8	57	63	
	69.3	75.7										
Reading (Disability)	14.3	22.4	30.3	38.2	46.2	24.2	34.1	44	53.9	57	38	49.8
	61.6											
Reading (Free/Reduced)	44.3	46.9	50.8	56.2	60.2	49.7	55.1	60.5	65.9	26.2	57.9	
	64.7	71.6										
Reading (Non-Duplicated Gap)		43.9	48	52.2	56.4	60.5	55.3	60.9	66.5	66.1	51	
	57.9	64.8	71.8									
Math (All Students)	30.4	39.9	49.5	59.1	68.7	41	51.8	62.5	73.2	51	54.1	65.9
	77.7											
Math (Disability)	7.7	16.8	26	35.2	44.3	18.8	29.9	41	52.2	42.3	33.7	46.8
	60.2											
Math (Free/Reduced)		24.7	34.4	44	53.6	63.2	35.7	46.6	57.5	68.4	20.6	49.1
	61.4	73.7										
Math (Non-Duplicated Gap)			24.1	33.8	43.6	53.4	63.2	35.4	46.4	57.4	68.4	36.8
	48.9	61.3	73.7									
	36.5											

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

The school leadership team will develop a comprehensive assessment process for identifying students who may be at risk of failing to achieve to standard and/or to graduate. Members of the team will disaggregate data for all students including data from Metcalfe County Middle School to place students in appropriate classes.

The students' Individual Learning Plans will become the core instrument for implementing individualized learning, as well as academic planning and student progress monitoring. In addition, middle school students who are behind in math and reading will be identified and will receive interventions prior to the start of their high school career (Hornet Success Summer Learning) and academic progress will be monitored.

The superintendent will be overseeing the effective implementation of practices and policies in order for Metcalfe County High School to meet its goals. The Metcalfe County Board of Education revised and approved updated policies and procedures for the district and schools at their June 2016 and July 2016 meeting based upon the recommendations of the Kentucky School Boards Association. The MCS District personnel as well as the district leadership will be assisting the superintendent in overseeing this implementation in several ways including walkthroughs, collaboration, and supporting the changes. Walkthroughs will be ongoing by district office and MCHS curriculum specialist. Feedback will be immediate via email and during guided plannings. Standardized proficiency measures using Grade Cam to do item analysis feedback to each student.

Consultation

Please Note: You may only type in the gray areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle.

The Metcalfe County Board of Education, in conjunction with the faculty and staff of Metcalfe County High School as well as parents, students, and other community stakeholders (business owners, Chamber of Commerce members, farmers, factory workers, local government officials, attorneys) are committed to using all available resources, including school improvement funds, to provide support and adequate resources to transform our school. This transformation will include changes to both the educational environment and the educational process. Our school must change in order to prepare students for the world in which they live and the future that will become theirs. The selection of the Transformation Model will allow our school and our respective stakeholders the flexibility and support necessary to make this happen. Upon learning that Metcalfe County High School was listed as a "persistently low-achieving school," the Metcalfe County Board of Education voted unanimously to pursue funding and to follow all guidelines of the grant. This vote speaks volumes about the Board's commitment to the implementation of educational reform and its commitment to the children of Metcalfe County. Our district motto is, "Success---Whatever it Takes!" The district is committed in working with Metcalfe County High School to ensure our students are successful. The Metcalfe

County School District, Metcalfe County High School, MCHS Advisory Council, all outside community partners assures that it will—

- a. Use its School Improvement Grant to implement fully and effectively an intervention at MCHS, a Tier II school, that the district commits to serve consistent with the final requirements;
- b. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor the Tier II school that it serves with school improvement funds;
- c. Report to the KDE the school-level data required under section III of the final requirements

School Budget Narrative

Please Note: You may only type in the gray areas

Describe how the school intends to use the SIG funds for each year of the grant's duration. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

- Continue Reading Plus, and purchase READ 180 updates and supplies in order to have a research-based reading improvement program for our struggling readers.
- Purchase 2 mobile labs for instructional use to assist students
- Purchase supplies for Read 180 including new workbooks in order to have an effective research based reading program for struggling students.
- Purchase GradeCam or similar tracking system in order to track student Proficiency Measure trends in the high school.
- * Hire the first year for 10 months a reading tutor to work one on one with students below grade level.
- * Our EOC and ACT scores show we need aggressive novice reduction. Year two and year three we will hire a classified reading and math tutor to work one on one and in small groups with students scoring below grade level on MAP assessments (given 3 times year) in an endeavor to reduce novice.

PSAT exams- \$15 per exam – 30 exams =	\$450
AP Exams- \$82 per exam- 150 exams- (6 subjects) =	\$12300
Dual Credit Fees:	
WKU courses- \$210 per course- 35 students=	\$7350
CU courses-\$195 per course- 20 students=	\$3900
SKYCTC courses- \$50 per course- 65 students=	\$3250

* Chromebooks have rapidly become the device of choice in K-12 settings across the nation. The Chromebook solution provides near instant access upon boot up and is complete with built in security and management functions. While the proposal does not call for an immediate 1:1 implementation, we are looking to phase in a school wide project over a three year period. This will allow for a planned and logical implementation on the part of the technology staff and school leadership team.

60 @ \$169 =	\$10,140
2 carts \$863 =	\$1720
Google Chrome OS Management Console License - academic	\$5250

The Canvas LMS is fully compatible with the Chromebook and all functions and features will be completely accessible. A check out process will be available for students who do not have access at home and as stated above, Canvas assignments can be downloaded for completion without internet access. After careful research and study, it is clear the Chromebook is the preferred solution for our school.

* Our students are becoming stronger academically but we see a great apprehension when it comes to the transition between high school and post-secondary education. Students need to physically get on college campuses more to help them acclimate with the university environment. The experiences would include meetings with admissions counselors, campus tour, athletic events, KHHEA, Dorm directors, and lunch at the university's student meal center. The universities selected will be those checked for most interest by our students on their Individual Learning Plans (ILP), ILPs will also be used to select students who have stated an interest in the school. Our goal is to get each student to experience a university campus each year.

* Over the past five years, MCHS has increased the number of AP offerings. However due to recent state funding cuts for AP exams, the number of free/reduced students registering to take the exam has significantly decreased. This will provide funds to allow equitable opportunities for every student to take AP exams.

*26 DELL Student Workstations @ \$900 each = \$24,000

*60 Chromebooks and 2 carts = \$11,000

*Our EOC and ACT scores show we need aggressive novice reduction. We will hire a classified reading tutor to work one on one and in small groups with students scoring below grade level on MAP assessments (given 3 times year) in an endeavor to reduce novice.

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

The FRYSC has a full time staff member to address the barriers to learning for students. The staff member also helps support various programs and services throughout the school year.

The district provides a professional development budget.

Title I funds are used to hire extra staff members to address reading and math needs of the school.

Title II and Title III funds are also distributed to help support the school.

Item 110 is for the College Career Transition Coach Certified

Budget item 580 is for university trips to;

88 students to University of Kentucky two buses, four teachers and two bus drivers \$1000

88 students to University of Louisville 4 teachers 2 bus drivers \$1000

88 students to Western Ky University 4 teachers, 2 bus drivers \$1000

88 students to Murray State University, 4 teachers, 2 bus drivers \$1000

88 students to Bellarmine University 4 teachers 2 bus drivers \$1000

88 students to Transylvania University 4 teachers 2 bus drivers \$1000

88 students to Lindsey Wilson and Campbellsville University 4 teachers 2 bus drivers \$1000

88 students Berea University 4 teachers 2 bus drivers \$1000

88 students Morehead University 4 teachers 2 bus drivers \$1000

88 students Eastern KY University 4 teachers and 2 bus drivers \$1000

Item 734 60 Chromebooks and 2 carts

Item 735 Chromebook Console License, ALEKS 350 students year two and year three

Item 130 Year one hire a classified reading tutor

Year 1 School Budget

Please Note: You may only type in the gray areas.

District Metcalfe County
School Metcalfe County High School

MUNIS Code	Description of Activity	Amount Requested
110	Certified salary	\$ 48,000
111		\$
112		\$
113		\$
120		\$
130	classified salary	\$ 35,000
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221	FICA	\$ 200
222	Medicare	\$ 1600
231	KTRS	\$ 3900
232	CERS	\$ 100

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294	Fed Health Ins Premium	\$ 8000
295	Fed Life Ins Premium	\$ 300
296	Fed Administration Fee	\$ 180
297	Fed Flex Premium	\$ 200
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580	travel	\$ 10,000
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646	tests	\$ 15,931
647		\$
649		\$
650		\$
669		\$
734	tech hardware Chromebooks, carts	\$ 11,000
735	tech software Chromebook Console License	\$ 5250
739		\$
810		\$
894		\$
Total Amount Requested		\$ 141,336

Year 2 School Budget

Please Note: You may only type in the gray areas.

District Metcalfe County
School Metcalfe County High School

MUNIS Code	Description of Activity	Amount Requested
110	certified salary	\$ 48,000
111		\$
112		\$
113		\$
120		\$
130	Classified salary reading and math tutor	\$ 35,000
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221	FICA	\$ 300
222	Medicare	\$ 300
231	KTRS	\$ 7000
232	CERS	\$ 300

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294	Fed Health	\$ 8000
295	Fed Life	\$ 300
296	Fed admin	\$ 180
297	Fed flex	\$ 300
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580	travel	\$ 10,000
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646	tests dual credit	\$ 15,304
647		\$
649		\$
650		\$
669		\$
734		\$
735	software	\$ 5,000
739		\$
810		\$
894		\$
Total Amount Requested		\$ 129,984

Year 3 School Budget

Please Note: You may only type in the gray areas.

District Metcalfe County
School Metcalfe County High School

MUNIS Code	Description of Activity	Amount Requested
110	certified salaries	\$ 48,000
111		\$
112		\$
113		\$
120		\$
130	classified salary reading and math tutor	\$ 35,000
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221	FICA	\$ 300
222	Medicare	\$ 300
231	KTRS	\$ 7000
232	CERS	\$ 300

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294	Health	\$ 8000
295	Life	\$ 300
296	Admin	\$ 180
297	Flex	\$ 300
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580	travel	\$ 10,000
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646	tests	\$ 14,191
647		\$
649		\$
650		\$
669		\$
734		\$
735	software	\$ 5000
739		\$
810		\$
894		\$
Total Amount Requested		\$ 128,871

Year 4 School Budget

Please Note: You may only type in the gray areas.

District School	District Name Here School Name Here
MUNIS Code	Description of Activity
110	
111	
112	
113	
120	
130	
131	
140	
150	
160	
170	
190	
210	
211	
212	
213	
214	
215	
216	
219	
220	
221	
222	
231	
232	

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$

Year 5 School Budget

Please Note: You may only type in the gray areas.

District	District Name Here
School	School Name Here

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
231		\$
232		\$

MUNIS Code	Description of Activity	Amount Requested
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$

MUNIS Code	Description of Activity	Amount Requested
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$
586		\$
591		\$
592		\$
610		\$
616		\$

MUNIS Code	Description of Activity	Amount Requested
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$ 400,191

----- End of School Application -----